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ABSTRACT

Environmental awareness, one of elever components of a Wilderness Adventure Program, is the focus of this guide for teachers. Introductory sections put forth the philosophy and goals of the program and list specific objectives for its components, which include first-aid, emergency preparedness, outdoor skills, and the outdoor solo experience. The program stresses the development of positive attitudes toward the environment and the acquisiton of knowledge and skills that will foster responsible use of the environment. Goals of the environmental awareness unit emphasize environmental stewardship, informed interest in environmental issues, and communication of environmental concerns. Subject matter of the unit, suitable for junior and senior high school students, includes resource conservation, recycling, waste disposal, solar energy, land use, and current environmental issues. The unit furnishes instructional objectives accompanied by learning activities, resources, and methods of evaluating student progress. Collecting news items, writing Congressmen about environmental legislation, and charting home water use are among the suggested learning activities. Evaluation tools contained in the guide are the Tennessee Self Concept Scale, a questionnaire administered before and after the complete Wilderness Adventure Program, and a test for the environmental awareness unit. (JH)

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ED179331

IMPLEMENTATION into CURRICULUM

of

WILDERNESS ADVENTURE PROGRAM
SUMMER of 1978

Submitted by
James D. Bonney

RC011701

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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WILDERNESS ADVENTURE PROGRAM

SUMMER of 1978

PHILOSOPHY

In this day of technology, with all its complexities, it is not surprising that there is a growing unrest among our youth as to the relevancy of the education that they are receiving. At this stage in life, many youngsters have a difficult time trying to realize that they must have a broad educational background to make wise decisions in their lives. There is also growing concern about the respect that our young people have for people, property, and symbols of our freedom. Modern youth is eyeing this system with some skepticism. More and more we are seeing students dropping out of school for a semester, or worse, for good, to seek something "real" out of their education. Students are also seeking a fulfillment that four years in the same institution can't offer. In short, they need to become worldly in mature to learn tolerance for each other. Many are finding that eight semesters of the same old "seemingly unrelated" grind is getting them down. The question is, 'Why can't education be fun?'. 'Why can't one become so interested in the subject field that all things seem to relate and merge into the fun of learning and what one is really interested in?'

It is the purpose of this program to enhance the already existing school curriculum by providing experiences in outdoor education. It is hoped that through these

experiences that we can restructure the attitudes and values of our youngsters into ones that are positive attitudes and values.

"Real outdoor education is one of the greatest challenges a teacher could ask for. Things are real. Self-initiative of the student is the goal. The student begins to question, analyze, and desire to know the whys of material presented to him. Learning in the true sense of the word is then apparent.

An interdisciplinary approach is easily possible for the outdoor educator. This approach allows the instructor to deal with students, and students with students on physical, emotional, social, and intellectual levels. Attitudes and values that are positive can be developed.

It is in this endeavor that real outdoor education can play its role in the development of youngsters to be stewards of their total environment. It is through these experiences that our youngsters will want to foster positive attitudes, values, respect for people, property, and freedom.

GOALS

There are four broad goals to be achieved through the Wilderness Adventure Program. They are the following:

1. ATTITUDES: To develop students' attitudes of curiosity of wonderment about and involvement with phenomena in their natural environment. To develop the values and inclinations toward solving problems related to the environment.

2. PROCESSES: To develop those intellectual processes of inquiry by which environmental problems and phenomena are explained, predicted, and/or controlled.

3. KNOWLEDGE: To develop knowledge of facts, terminology, concepts, generalizations, and principles which help the students confront and interpret their environment.

4. SKILLS: To develop the students' ability to handle, construct, and manipulate materials and equipment in a productive and safe manner.

OBJECTIVES

There are eleven objectives to be achieved through the Wilderness Adventure Program.in order to achieve the four goals. They are the following:

1. FIRST-AID: Upon completion of first-aid instruction, the students will be able to:
   a. apply bandages
   b. prevent and treat hypothermia
   c. prevent and treat shock
   d. perform group rescue
   e. use safety and emergency signals
   f. properly use moleskin

2. EMERGENCY PREPAREDNESS: Upon completion of emergency situation instruction the student will be able to:
   a. use the signal mirror
   b. demonstrate the use of a whistle for emergency
   c. use reason instead of panic if lost
   d. know what steps to take if lost

3. GENERAL OUTDOOR SKILLS: Upon completion of general instruction of outdoor skills, the student will be able to:
   a. use different methods of fire building
   b. choose proper camp sites
   c. know how to make best use of weight distribution in the backpack
   d. know how, when, and where to bathe
   e. know how to cook over a campfire

4. USE OF MAP AND COMPASS: Upon completion of instruction in the use of map and compass, the student will:
   a. know how to compensate for declination on the compass
   b. know how to read and use topographical maps
   c. know how to orient a map
   d. know how to orient himself by the map
   e. know how to take readings and find them on the map
   f. know how to take back-bearings

5. ENVIRONMENTAL SANITATION: The instructor will give techniques used in the proper disposal of human waste material.
   a. the student will at all times use these techniques while in the wilderness

6. KNOT-TYING: Upon completion of the knot-tying instruction, the student will be able to:
   a. individually tie all knots adequately for the instructor
   b. demonstrate this skill in the climbing sessions and in construction of shelters, etc.

7. CLIMBING INSTRUCTION: Upon completion of the climbing instruction, the student will be able to:
   a. know how to belay
   b. know how to use climbing knots
   c. know how to rappel
   d. know how to climb on belay
   e. know how to use climbing safety

8. EFFECTS OF POPULATION PRESSURE ON THE ENVIRONMENT: Given concepts and lessons of ecological balances, the student will:
   a. be taken to an area that has been damaged by man's presence
   b. learn what is being done to restore these areas to their natural state
   c. examine areas in the student's community that are deteriorating and find out what can be done about them

9. INDIVIDUAL SOLO: In order that the student may be made totally aware of himself and his surroundings, the student will:
   a. go on an individual solo for two days with the bare essentials (shelter, minimum food, and water)
   b. not converse with anyone at anytime for any reason (exception: in an emergency)

10. GROUP SOLO: Upon completion of all of the previous objectives, the students will;
   a. go on a group solo to a marked destination on the map
   b. use the skills they were taught to gain the objective on the map

11. ENVIRONMENTAL AWARENESS: Upon completion of the program, the student will:

a. impart his knowledge and experiences of the program to his peers
b. foster environmental stewardship activities
c. carry out activities with grade school children that will foster the attitudes and values that the student learned
d. keep abreast of environmental issues in the community
e. voice their support and opinions in favor of sound environment issues

EVALUATION

A. Tennessee Self Concept Scale (pre-test and post-test), William H. Fitts, Counselor Recordings and Tests, Nashville, Tenn.

B. Student Description Form (pre-test and post test) ESEA Title III- Environmental Education, 1975

C. Student Opinionaire (pre-test and post-test) ESEA Title III- Environmental Education, 1975

D. Wilderness Program Questionnaire James D. Bonney, Wilderness Program Director, 1978

E. Student Journals

F. Demonstration of skills by students

G. Discussion (student and instructor)

CREDIT

One-half credit ($\frac{1}{2}$) in Environmental Education

Rationale for Evaluation:

The goals and objectives of the Wilderness Program are structured to accomplish a positive self concept and positive attitude toward wilderness and environment. Therefore, the evaluations need to show and measure any changes in those attitudes and self concepts.

The theory is that a good self concept will foster positive attitudes. The objectives are structured to give the students confidence in themselves and furthermore, to develop a good-self concept.

PRE-POST EVALUATION

Questionnaire

Wilderness Program - 19 ___

1. Do you have confidence in yourself? _____ Explain. _____
_____

2. Do you get along with people? _____

3. Do you give up easily when things get tough or hard? _____
Explain. _____

4. Do you change your mind a lot? _____

5. Do you have the tendency to litter? Explain. _____

6. Do you get depressed about yourself sometimes? _____
Explain. _____

7. Do you envy people who are more athletic than you are? _____

8. Do you feel you are absolutely trained to take care of yourself or someone else in an emergency? _____

9. Do you take care of yourself physically? _____

10. What is your "idea" of wilderness? _____

11. Are you afraid of being completely alone? _____

12. Are you a well-organized person? _____

13. If you had to perform any first-aid now, could you do it in an organized and rational manner? _____

14. If you became lost, do you think you could take care of yourself for two days? _____

15. Do you have good skill in firebuilding? _____

16. If you had a map and a compass and you became disoriented, could you reorient yourself? _____

17. Do you understand ecological terms such as: ecosystem, community, biome, lifezone? _____

18. What is meant by "environmental stewardship"? _____

19. Are you aware of environmental problems in your community? __
Name some. _____

20. Are you aware of environmental problems in wilderness areas?
_____ Name some. _____

UNIT ON ENVIRONMENTAL EDUCATION

(Environmental Awareness)

RATIONALE:

The school needs to provide students with opportunities to become more aware of their environment, accumulate concepts and knowledge, and encourage students to think of methods of solving environmental problems. It is the purpose of this unit to develop beliefs, attitudes, values, and skills necessary to make decisions concerning their environment that are rational and productive.

The objectives to be met are structured in such a way that the student will be participating in at least one activity a month throughout the school year, instead of all at once as is commonly done. In this manner, the student is constantly being made aware of some aspect of the environment. This unit along with the Wilderness Program experiences will give the student a continual awareness of the impact he has on the environment at home and away from home.

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be made aware of the amount of water they use when bathing Be encouraged to conserve water	Shower or bath?--Have students take a shower with drain closed. Measure water level with a tape. Next time have students take a bath and mark: Which one uses more water? Have students keep a chart to see if they are decreasing consumption of water Have students read section on Eco Tactics and discuss consumption	Show film: "The River Must Live"--Shell Oil Corp. Take a survey of how many gallons of H_2O are used for each student for one week Read excerpt from books listed in resources	Film: "The River Must Live" Environmental Handbook, Friends of the Earth, 1970 Population Bomb, Ehrich, 1971	Turning in charts for points Keeping monthly charts on both methods of bathing and water consumption Have a control group and compare results Compare water bills of both groups

b

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be made aware of the concept of recycling Be encouraged to purchase items in recyclable or returnable containers	Recycle? List all words that have the word cycle: What do they have in common? Students will read and discuss section on energy consumption	Ask students what recycling activities do the students observe or take part in? What do the students think it means?	Library--newspapers, magazines. Find statistics on recyclables Environmental Handbook, Friends of the Earth, 1970	Use series of pictures depicting various settings which contain objects that can be recycled: Have students list methods of recycling, methods of distribution, profit that could be made from recycling

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be made aware of the waste of paper as a resource in the distribution of junk mail Be encouraged to write companies that distribute junk mail to stop this practice	Have students bring all junk mail their families receive in one week Separate junk mail according to different sources	Encourage students to write to companies to stop sending junk mail Have students read section on Eco Tactics	Junk mail from home Environmental Handbook, Friends of the Earth, 1970	Points for bringing in junk mail Bring in different mail items; have students separate junk mail Ask students to list some of the problems of stopping junk mail from being delivered

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be made aware of the saving of energy by using solar energy	Have students write to various solar energy technology companies for literature Have some of the students make a solar apparatus Students will take a field trip to NMSU	Give addresses of companies Invite a guest speaker from NMSU Solar Institute to speak	Solar technology companies NMSU Solar Institute "Environment": Windmills, Jan., Feb 1973 Solar Energy, June, 1973	Give points: Have students show letters before they are mailed Have students list advantages and disadvantages of using solar energy

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Become aware of the value and significance of having food to eat Be encouraged not to waste food	Food Day-conduct on a one or two day basis no food; then feed students a meal one group gets a full tray; one group gets half a tray of food; one group gets one fourth of a tray Have students tell the class what the experience was like Have students read section on "Too Little Food"	Make sure students are in excellent physical condition Get permission from parents Select only on a voluntary basis	Cafetorium Gymnasium to house students overnight Nutrient charts Population Bomb, Elrich, 1971	Give extra credit points Keep records of people who eat in cafeteria; see if students are wasting food Check with parents to see if students are wasting food

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be made more aware of the chemicals that are in products and how they are cycled in the environment	Have students write to various companies and ask them various questions about their products: From which chemical company do they purchase detergents? How are the detergents altered? etc. Have students go outside in morning hours and have them look at the smog Have students comment on excerpts from "Silent Spring"	Give addresses of different companies Assign students a company to write to	Addresses of various companies Silent Spring, Carson, 1962	Give points: Have students show letter before it is ready to be mailed Have students write a law to prevent various chemicals from being released into the environment Have students devise a factory in which chemicals can be recycled

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Become more aware of how their senses perceive their environment	What do things really feel like?--Have students bring in objects that could easily be recognized by sight Separate class into teams and have one member blindfolded. Have other members of the teams unwrap contents and have blindfolded member of team identify objects. Team that identifies objects in least amount of time wins.	Emphasize the concept of how to make the sensed aware of what they are trying to identify	Objects brought from students' homes Silent Spring, Carson, 1962	Give points for participation Use series of pictures with various settings; have them list the obvious and not so obvious results of pollution: noise, air, water

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be more understanding of land use and planning	Map activition using informatic: given on a map, decide which different ways settlers could make a living using resources of this land	Write to county governments for information on land use and planning	Simple drawn maps done by teacher on dittos	Observe interaction and individual participation Give students a project to evaluate and replan the campus (Have them work in groups)

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be more aware of environmental issues Read more newspapers and magazines about environmental issues	Have students maintain a bulletin board of current events relating to environmental issues Which ones directly affect the student? Have student write letters to Representatives and Senators about issues concerning environmental issues	Have students bring in articles and discuss them in class Give students addresses of representatives and senators	Library of Congress voting records Newspapers Magazines Environmental Handbook: Friends of the Earth, 1970 Population Bomb, Elrich, 1971	Points for turning in articles Have a debate to see if students can back up their argument pro and con on issues that they read

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Create works of art using scrap materials Be made more aware of what kinds and amounts of scrap materials there are	Have students do an art project using scrap materials Have students work in teams or individually	Give students plenty of time to gather materials Have teacher participate	"Slop Art"; New York Times, Nov. 26, 1972, p. 16	Have students work in teams of individually. Have art teacher judge.

Learner Objectives	Learner Activites	Teacher Activities	Resources	Evaluation
Each student will: Be made aware of how the law of supply and demand works Be shown how changes in lifestyles lend to new and different demands for resources	Have students do an exercises on the law of supply and demand Advertising--give a product category with examples. How did they learn names? How many brand names did they think of? Have students check prices in chain stores and small non-chain stores Students will read and discuss section on "Economics of Coming Spaceship Earth"	Discuss how increased demand for goods and services drive up prices Discuss advertising and how it affects demand for consumer goods	Local land use from newspapers, shopping ads, magazines, TV Environmental Handbook, Friends of the Earth, 1970	Give points for bringing in ads that show comparisons. Give students a theoretical problem to solve with the law of supply and demand

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Be encouraged not to litter Be made aware of the fact that individuals add to produce large amounts of pollution and litter Be encouraged to conserve paper, etc.	Don't let students take trash out of the room Let students devise a plan to prevent further accumulation of trash	Ask custodian to ignore the room for one month. Wait for student concern over mounting trash Discuss the results of the events Read excerpts from "Environment"	Custodian "Environment" mag., April, 1973 Environmental Handbook, Friends of the Earth, 1970	Discussion and points of view from students Written paragraphs of what student thought about the experiment Check students' desks after experiment to see if littering has decreased

Learner Objectives	Learner Activities	Teacher Activities	Resources	Evaluation
Each student will: Learn to express their views on consumption in written form	Initiate a schoolwide poster, poetry or essay competition on the theme of over-consuming our natural resources Students will discuss article from "Environment"	Work with English teachers on elements of poetry and essays Art teacher for posters Librarian for books, magazines, etc.	Art teacher English teacher Library: Environmental Handbook, Friends of the Earth 1970 "Environment" "Low Energy Living", April, 1973	Student will turn in two of the three: poster, essay, poem Have English teacher grade for composition and form

EVALUATION

Pre-Post Test
for
Unit on Environmental Awareness

1. Do you know what environmental protection means? _____

2. Does environmental stewardship mean the same? _____

3. Have you done any reading on ecology on your own? _____
   If so, list books or articles: _____

4. Have you been involved personally in any ecology projects or experiments? _____

POPULATION

5. Have you read anything on population? _____

6. Have you seen any films on population? _____

7. Do you know what Zero Population Growth means? _____

8. Do you think that your local area has a population growth problem? _____ If so, what problems do you see? _____

9. Do you think that the world has a population growth problem? _____ If so, what problems do you see? _____

SOLID WASTES

10. Have you read anything on solid waste disposal? _____
    If so, what? _____

11. Do you know what recycling means? _____

12. Do you think that our local area has a solid waste disposal problem? _____ If so, what? _____

WATER POLLUTION

13. Have you read anythink on water pollution? _____ If so, what?
    _____

14. Have you seen any films on water pollution? _____ If so, what?
    _____

15. Do you think our local area has a water pollution problem? ____
If so, what? _____

16. List some causes of water pollution: _____
_____
_____

AIR POLLUTION

17. Have you read anything on air pollution? ____ If so, what? ____
_____

18. Have you seen any films on air pollution? _____ If so, what? __
_____

19. Do you think we have a local air pollution problem? _____
If so, what? _____

20. List some causes of air pollution: _____
_____
_____

21. List some possible solutions to air pollution problems: _____
_____

ENERGY CRISIS

22. Have you read anything on the energy crisis? _____ If so,
what? _____

23. Do you think we need all the power we are currently using? ____

24. Do you think we should find and exploit new sources of energy
and power? _____

25. Do you think there would be problems involved in changing to
other sources of power? _____ If so, what? _____

LAND USE

26. Have you read anything on land use? _____ If so, what? _____

27. Have you read anything on community planning? _____ If so,
what? _____

28. Do you know what a Master Plan is? _____

29. Do you think the natural beauty of your community is a prime
consideration in future planning? _____

30. Would you like to see more parks and outdoor facilities con-
structed or more buildings for entertainment? _____

TENNESSEE
SELF CONCEPT SCALE

COMPUTER SCORED EDITION

by

William H. Fitts, PhD

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DC 33-283

Name_____Grade_____

STUDENT DESCRIPTION FORM

On this form, you are requested to rate yourself on your classroom behavior. Place a check next to the sentence that best describes you most of the time. Mark only one sentence for each item.

1. Participation in Discussion

This item applies to your spontaneous or voluntary participation in class discussions. Do not consider how good your participation is, but only how much there is of it.

____ I participate in almost every class discussion; I often initiate discussion by some question or comment.

____ I usually participate: I'm active in over 75% of class discussions.

____ I often participate; I'm active in 50-75% of discussions.

____ I occasionally participate; I'm active in 25-50% of discussions.

____ I seldom participate; I'm active in less than 25% of discussions.

2. Involvement in Classroom Activities

You may be involved, even though you seldom talk. Describe your usual degree of involvement in class activities - lectures, group projects, individual projects done during class time, etc.

____ very high involvement; I'm interested in all activities

____ active involvement; I usually feel some genuine interest during class sessions

____ mild involvement; I am attentive but seldom feel any real interest or enthusiasm

____ very little involvement; my attention wanders frequently

____ no involvement; I often spend my time doing other things during class

3. Pursuit of Independent Study

To what extent do you carry out independent study or projects on your own initiative?

____ I do a lot of independent study and at least one major project.

____ I do considerable study or have completed a major project.

____ I do some study and minor project(s).

____ I do some study or minor project(s).

____ I have done no independent study or project.

4. Evenness of Performance

How even has the quality of your work been over various class assignments and examinations?

____ very even; my grades are always the same

____ somewhat even; my grades are normally the same (at most, one grade point difference)

____ slightly even; my grades often vary one mark and occasionally more.

____ very uneven; my grades often vary two full grades and occasionally more.

____ completely uneven; I never know what my grades will be

5. Critical and Questioning Attitude

To what extent are you critical of others' opinions?

____ I often challenge others' opinions or interpretations.

____ I sometimes challenge others.

____ Once in awhile, I challenge others.

____ I rarely challenge what others say in class.

____ I never challenge others.

6. Depth of Understanding

Your grades do not always reflect how well you understand a subject. This item concerns your understanding of most of the subjects you take, not your grades in them.

____ I have a very good understanding of most subjects.

____ I have good understanding of most subjects.

____ I have some understanding of most subjects.

____ I have very little understanding of most subjects.

____ I don't understand most subjects.

7. Personal Responsibility

To what extent do you feel that your course work and behavior in class are a result of what you do, or what happens to you and what others do.

____ I feel that m course work and behavior are always a result of what I have done.

____ I feel that my course work and behavior are usually a result of what I have done.

____ I feel that my course work and behavior are sometimes a result of what I have done.

____ I feel that my course work and behavior are usually a result of what other (teachers, parents, students) do.

____ I feel that my course work and behavior are always a result of what others do.

8. Consideration for Others

To what extent are you genuinely considerate of rights and feelings of others?

____ always considerate of others

____ usually considerate of others

____ sometimes considerate of others

____ rarely considerate of others

____ never considerate of others

CIRCLE HERE

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run, people get the respect they deserve in this world.

   b. Unfortunately, an individuals' worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try, some people just don't like you.

   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.

   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student, there is rarely if ever such a thing as an unfair test.

    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

CIRCLE HERE

11. a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

    b. This world is run by the few people in power and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.

    b. There is some good in everybody.

15. a. In my case, getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

    b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

    b. There really is no such thing as "luck".

19. a. One should always be willing to admit mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

    b. How many friends you have depends upon how nice a person you are.

CIRCLE HERE

21. a. In the long run, the bad things that happen to us are balanced by the good ones.

    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.

    b. It is difficult for people to have much control over things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.

    b. There's not much use in trying too hard to please people; if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

    b. In the long run, the people are responsible for bad government on a national as well as on a local level.